FY23 Grant Competition

Native American Language Resource Center (NALRC)
84.415C

Guidance for Prospective Applicants

June 22, 2023

Logistics

- Online participants will be muted for most of the session.

- To ask a question, please type in the chat box.

- Questions will be addressed following each section of the webinar in the order received.

- This webinar will be posted on the OIE website: Technical Assistance Resources - Office of Elementary and Secondary Education

- For any technical issues, please contact the OIE Technical Assistance Team through the chat box or by email at OIE@seiservices.com
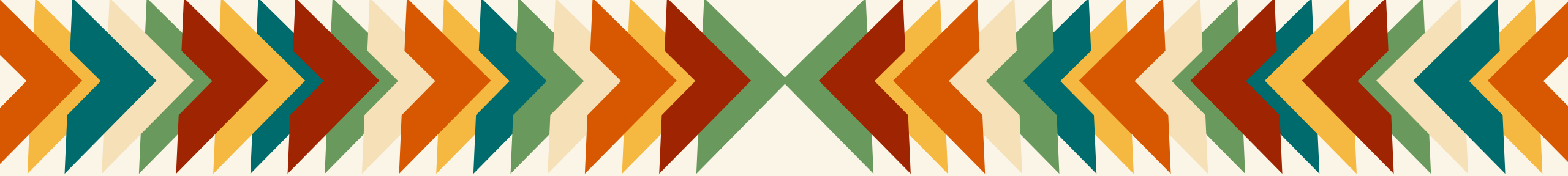
Office of Indian Education

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OIE Discretionary Group Leader
&
NALRC Co-Competition Manager

Bianca Williams
NALRC Co-Competition Manager

Agenda

- NALRC Grant Competition Overview
  - Purpose
  - Eligibility
  - Funding
- Absolute and Competitive Preference Priorities
- Selection Criteria
- Application Instructions
- Submitting an Application
- Review of Resources

Objectives

- Learn what's in the FY2023 grant application package

- Understand the application requirements

- Understand why a logic model is needed to strengthen your project narrative

- Understand the selection criteria

- Understand what type of forms are required

- Understand common components of applying for federal grants and using federal application systems

- To provide prospective applicants with the opportunity to submit questions to OIE.

Who is Joining Us Today?

A. An institution of higher education (IHE)

B. An entity within an institution of higher education with dedicated expertise in Native American language and culture education

C. A consortium that includes one or more entities from Option A or Option B

D. Other

Please Note

- This webinar does not address all competition requirements or present all available information.

- **For full details**, be sure to read
  - [The Notice Inviting Applications (NIA)](#)
  - [The Application Package](#)

- **Remember!** → Follow instructions on Grants.gov and processes such as SAM.

- **Important** -Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs . Please note that these Common Instructions supersede the version published on December 27, 2021.

Transition from DUNS to UEIs

- Unique Entity IDs (UEIs) replaced DUNS numbers on April 4, 2022

- If you currently have a DUNS number that *IS* registered in SAM.gov, you have a corresponding UEI assigned and will need the UEI to upload your application.

- If you do *NOT* have a UEI number, you will need to get one before you can apply.

- For more information, including how to get a new UEI, refer to the UEI Transition Fact Sheet

NALRC 2023
Grant Competition Overview

Purpose of the NALRC Program

The purpose of NARLC, which further aligns resources provided by the Department with the policies in the Native American Languages Act (NALA), 25 U.S.C. 2901, is to:

- Support establishing, strengthening, and operating one or more Native American language resource centers.

NALRC Background

- **Congress recently emphasized the need to support the use of Native American languages as a medium of instruction** for a variety of age levels, academic content areas, and types of schools, including Native American language medium education by passing the Native American Language Resource Center Act of 2022 (NALRCA) (20 U.S. Code §7457).

- The NALRC Program **supports projects that will preserve, protect, and promote** the rights and freedom of Native Americans to use, practice, and develop Native American languages in furtherance of the policies in NALA and the United States trust responsibility to Tribal Nations.

- Native American language resource centers supported by the **NALRC Program will be staffed by individuals with relevant expertise and experience**, including staff who speak American Indian, Alaska Native, or Native Hawaiian languages and have worked in Native language education in a preschool, elementary school, secondary school, adult education, or higher education program.

NALRC Overview

Eligible Applicants	An institution of higher education (as defined in the NIA) An entity within an institution of higher education with dedicated expertise in Native American language and culture education A consortium that includes one or more entities described above
Estimated Funds Available*	$2.9 million
Length of Awards	Up to 60 months
Estimated Range of Awards*	For a Regional Center: $250,000-$350,000 per year For a National Center: $1,000,000-$1,300,000 per year
Estimated Average Size of Awards*	For a Regional Center: $300,000 per year For a National Center: $1,150,000 per year
Estimated Number of Awards*	6-7 (5-6 Regional Centers and 1 National Center)
Application Deadline	7/27/2023 11:59 PM EST

*The Department is not bound by these estimates.

Notice of Intent to Apply

- Not required but strongly encouraged

- Please submit by Tuesday, June 27, 2023

- Email Donna Sabis-Burns (donna.sabis-burns@ed.gov)
  - Subject Line: Intent to Apply
  - Include:
    - Applicant's Name (Organization/Entity Name)
    - Whether you are applying to the National Center or Regional Center (if so, which region?)
    - Applicant's Address
    - Contact Person's Name
    - Contact Person's Email Address

Priorities

This competition contains:

- Two Absolute Priorities
  - Applicants must meet one of the Absolute Priorities
- One Competitive Preference Priority

Absolute Priorities (APs)

Absolute Priority 1: Regional Centers

Absolute Priority 2: National Center

**Applicants must meet either AP 1 or AP 2.
There will be two slates, one for each priority.**

Can I apply for both APs?

The Department prefers that an eligible entity apply for either the National Center or a Regional Center. The Department will, however, consider multiple, separate applications from one entity applying for one or more Regional Centers and the National Center **as long as** the entity submits a separate application for each Center.

If an applicant submits multiple applications that fall within the funding range, after review and comparison of those applications, the Department may choose not to fund all applications that propose using the same project personnel or providing the same services as other fundable applications.

Absolute Priority 1: Regional Centers

To meet this priority, applicants must propose a regional Native American language resource center that supports the provision of high-quality capacity-building services to Tribal clients and recipients to identify, implement, and sustain effective programs, practices, and interventions that

a) **Encourage and support the use of Native American languages** within educational systems in the same manner as other world languages, including by encouraging State educational agencies, local educational agencies, and institutions of higher education (IHEs) to offer Native American language courses for the same full academic credit as courses in other world languages;

Absolute Priority 1: Regional Centers cont'd

b) **Support the development, adoption, and use of assessments, qualifications, and processes** based on promising practices in Native American language medium education

c) **Provide technical assistance** to Native American language programs seeking other Federal resources

d) **Provide technical assistance to Native American communities** and school systems to support the development of Native American language medium education programs in preschool, elementary school, secondary school or adult education programs

Regional Centers

Legend:
- Appalachia
- Central
- Mid-Atlantic
- Midwest
- Northeast and Islands
- Pacific
- Northwest
- Southeast
- Southwest
- West

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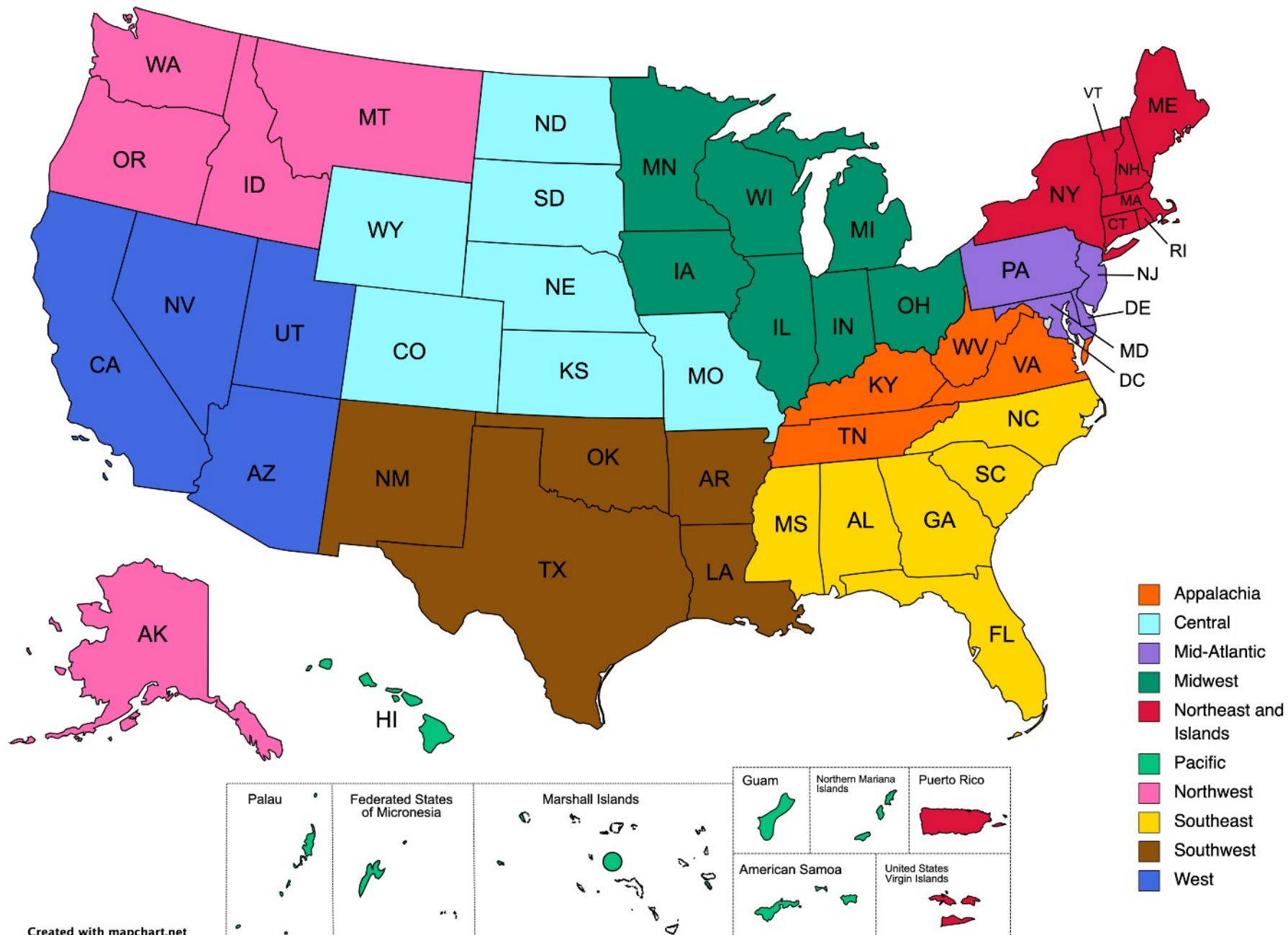
Absolute Priority 2: National Center

To meet this priority, an applicant must propose a project that supports a National Center that will provide high-quality capacity-building services to Regional Centers, other Department-funded technical assistance centers, Tribal clients and recipients, and IHEs, including TCUs, to identify, implement, and sustain effective programs, practices, and interventions that

a) **Encourage and support educator preparation programs**, as well as appropriate alternative pathways to teacher certification, that prepare teachers to teach Native American languages and to use Native American languages as a medium of instruction, including by disseminating promising practices and developing pedagogical programming

Absolute Priority 2: National Center cont'd

b) Provide information and resources on promising practices in

1) *The use and revitalization* of Native American languages in Native American communities, including use *in educational institutions; and*

2) *The use of technology* in school and community-based Native American language programs *to support the retention, use, and teaching* of Native American languages

c) Support the use of distance learning technologies in Native American language acquisition and related training for parents, students, teachers, and learning support staff associated with Native American language programs, including through

1) *The compilation and curation of digital libraries* and other online resources for Native American languages, except that any materials collected by the center may only be materials provided by a Native American language program or Native American community

2) *The development of optional distance learning curricula* appropriate for preschool, elementary school, secondary school, adult education, and postsecondary education

3) *Pedagogical training* for Native American language teachers

Absolute Priority 2: National Center cont'd

d) Support regional centers, Native American language programs, and Native American communities in

1) *Accessing international best practices*, resources, and research in indigenous language revitalization

2) *Gathering and sharing* technical assistance, promising practices, and experiences

Competitive Preference Priority: University Lead Applicants (0 or 2 points)

- To meet this priority, an application must be submitted by a TCU (as defined in this notice) that is eligible to participate in the NALRC Program.

- A consortium application that is submitted in accordance with 34 CFR 75.127-75.129 is eligible to receive the preference only if the lead applicant for the consortium is the TCU.

Performance Measures

Government Performance Results Act (GPRA) Measures

- Department's indicators of success for the NALRC program.

- Tips:
  - Carefully consider these measures in thinking about the approach to, and evaluation of your proposed project.

  - If you are awarded a grant, you will be required to provide data about your progress in meeting these measures in your annual performance and final reports.

NALRC GPRA Measures

ANNUAL MEASURABLE OBJECTIVES

The percentage of the annual measurable objectives, as described in the application, that are met by grantees

TRIBES SUPPORTED

The annual increase in the number of Tribes supported
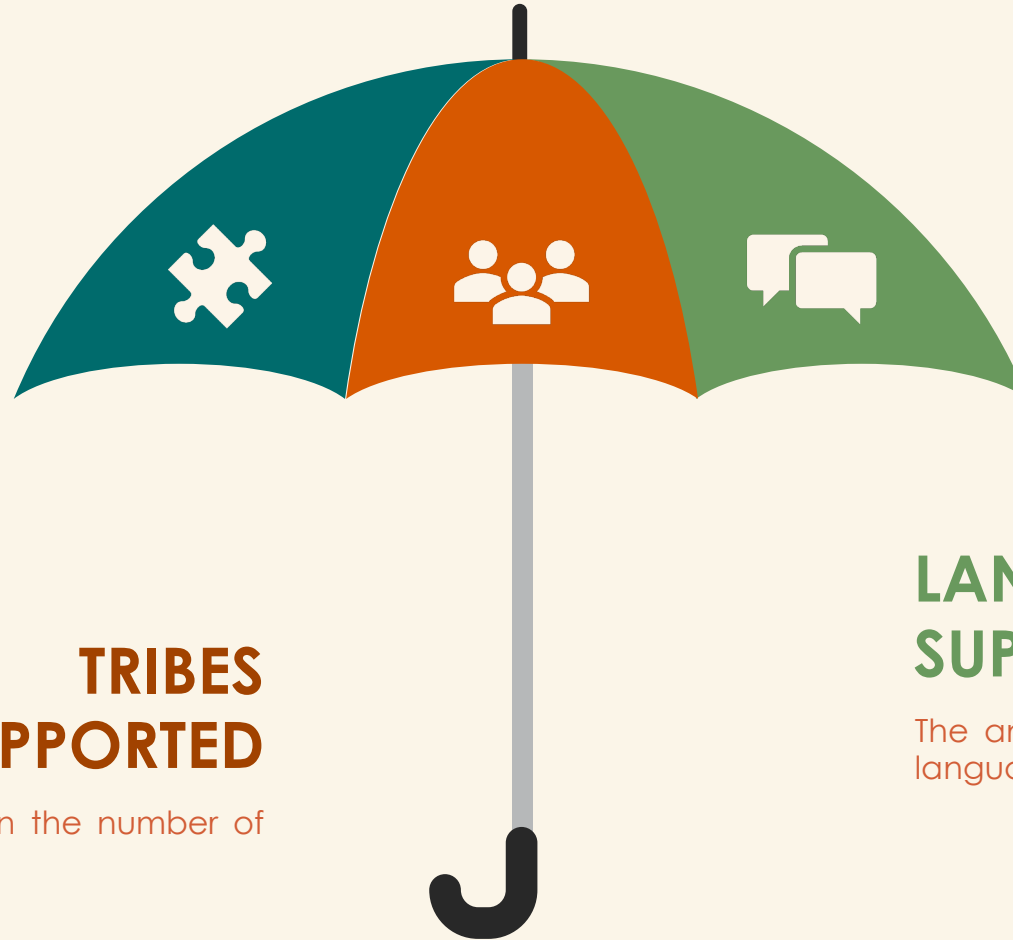
LANGUAGES SUPPORTED

The annual increase in the number of languages supported

NALRC Project Objectives

- Project objectives (also called measures) are the objectives that each applicant writes and includes in their application specific to their project and goals.

- Each objective is required to be reported on each and every year of the grant. That data is used in determining whether substantial progress was made.

- Typically, project objectives are reported as ratios.

- Think through how to write your project objectives to be reported on annually.
  - Ex. "Each year…" OR "By the end of the grant period…"

Questions

- Enter questions or comments into the chat box.

- We may not be able to answer all questions at this time.

- A recording of today's webinar will be posted on the NALRC webpage.

https://oese.ed.gov/offices/office-of-indian-education/native-american-language-resource-center-nalrc/how-to-apply/

Application Requirements

For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, applicants must meet the following application requirements. Application Requirement 1 is from the NALRCA, and we are establishing Application Requirement 2 in accordance with section 437(d)(1) of GEPA.

Application Requirements

Each applicant must:

1. Native Language Expertise Assurance.

Include an assurance that the proposed center will be staffed by individuals with relevant expertise and experience, including staff who speak American Indian and Alaska Native languages and the Native Hawaiian language and have worked in language education in the American Indian and Alaska Native languages and the Native Hawaiian language in a preschool, elementary school, secondary school, adult education, or higher education program.

2. Description of Program Requirements.
- Describe how the proposed project will meet the program requirements.

Program Requirements – All Applicants

Applicants under either absolute priority must carry out activities to:

a) Improve the capacity to teach and learn Native American languages

b) Further Native American language use and acquisition

c) Preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages in furtherance of
   1) The policies set forth in the Native American Languages Act (25 U.S.C. 2901 et seq.)
   2) The United States trust responsibility to Native American communities

d) Address the effects of past discrimination and ongoing inequities experienced by Native American language speakers

e) Support the revitalization and reclamation of Native American languages

f) Support the use of Native American languages as a medium of instruction for a wide variety of age levels, academic content areas, and types of schools, including Native American language medium education

g) Support the operation of intensive programs, including summer institutes, to train Native American language speakers, to provide professional development, and to improve Native American language instruction through preservice and in-service language training for teachers

More Program Requirements – For All

- **ISDEAA Statutory Hiring Preference**

  - Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the ISDEAA (Pub. L. 93–638). That section requires that, to the greatest extent feasible, a grantee--
    - Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
    - Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.

  - For purposes of this preference, an Indian is a is a member of any federally recognized Indian Tribe.

Important Definitions

Elementary School

- A nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

Secondary School

- A nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

State Educational Agency

- The agency primarily responsible for the State supervision of public elementary schools and secondary schools.

Important Definitions

Native American

- An Indian, Native Hawaiian, or Native American Pacific Islander. For purposes of this definition, the term "Indian" has the meaning given to such term under 20 U.S.C. 7491(3)

Native American Language

- The historical, traditional languages spoken by Native Americans

Tribal College or University

- An institution that
  a) Qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note)

  OR

  a) Is cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note)

Important Definitions

Local Educational Agency (LEA)

a) In General. The term "local educational agency" means a public board of education In or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools

b) Administrative Control and Direction. The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school

c) Bureau of Indian Education Schools. The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under the ESEA with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education

d) Educatiional Service Agencies. The term includes educational service agencies and consortia of those agencies.

e) State Educational Agency. The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

Important Definitions

Institution of Higher Education

- An educational institution in any State that
  a) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of 20 U.S.C. 1091(d)
  b) Is legally authorized within such State to provide a program of education beyond secondary education
  c) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary
  d) Is a public or other nonprofit institution
  e) Is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time

Selection Criteria

Selection Criteria	Criteria Breakdown	Max Points
a. Need for project (6 points) The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:	1) The extent to which gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 3 points) 2) The extent to which the proposed will prepare personnel for fields in which shortages have been demonstrated. (Up to 3 points)	6

Selection Criteria	Criteria Breakdown	Max Points
a. Quality of project design (36 points) The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:	1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 12 points) 2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (Up to 6 points) 3) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (Up to 6 points) 4) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (Up to 12 points)	**36**

Selection Criteria	Criteria Breakdown	Max Points
b. Quality of project services (13 points) The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:	1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 2 points) 2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (Up to 7 points) 3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 4 points)	13

Selection Criteria	Criteria Breakdown	Max Points
e. *Quality of project personnel* (12 points) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:	1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 2 points) 2) The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 5 points) 3) The qualifications, including relevant training and experience, of key project personnel. (Up to 5 points)	**12**

Selection Criteria	Criteria Breakdown	Max Points
e. Adequacy of Resources (8 points) The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources, the Secretary considers:	1) The extent to which the budget is adequate to support the proposed project. (Up to 4 points) 2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (Up to 4 points)	**8**

Selection Criteria	Criteria Breakdown	Max Points
d. Quality of the management plan (15 points) The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:	1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 5 points) 2) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (Up to 5 points) 3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (Up to 5 points)	**15**

Selection Criteria	Criteria Breakdown	Max Points
c. *Quality of the Project Evaluation* (10 points) The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:	1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 5 points) 2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 5 points)	**10**

Questions

- Enter questions or comments into the chat box.

- We may not be able to answer all questions at this time.

- A recording of today's webinar will be posted on the NALRC webpage.

https://oese.ed.gov/offices/office-of-indian-education/native-american-language-resource-center-nalrc/how-to-apply/

Application Instructions

NALRC Application Package

The Application Instruction Package is your guide to all the required components of the application. It can be found here: https://www.grants.gov/

ED Grant Opportunity Number: ED-GRANTS-060723-001

The following information being presented is abbreviated from the Application Package and **does not** substitute for reading it in its entirety.

How to Find the Application Instructions

Department-Specific Application Guidance

Within both the FY 2023 NALRC NIA and the Application Instructions Package, you will find reference to *Common Instructions for Applicants* to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at:

- https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs

The Common Instructions give detailed guidance on SAM and other common elements of the application.

Electronic Application Checklist

Part 1: *Preliminary Documents*

✓ Application for Federal Assistance (Form SF 424)

✓ ED Supplemental Information for SF 424

Part 2: *Budget Information*

✓ ED Budget Information Non-Construction Programs (ED Form 524)

Part 3: *ED Abstract Form*

✓ Project Abstract

Part 4: *Project Narrative*

✓ Project Narrative

Part 5: *Budget Narrative*

✓ Budget Narrative

Electronic Application Checklist

Part 6: Other Attachments

- ✓ Indirect Cost Rate Agreement (if applicable)

- ✓ Administrative Cost Limit Waiver Request (if applicable)

- ✓ Intergovernmental Review (Executive Order 12372) State Single Point of Contact (SPOC) List (if applicable)

- ✓ Accreditation by national accrediting agency (if applicable)

- ✓ Resumes for Project Directors and Key Personnel

- ✓ Signed and dated Partnership Agreement(s) of any required partners

- ✓ Bibliography

- ✓ Signed Consortium Agreement (if applicable)

Electronic Application Checklist

Part 7: Assurances and Certifications

- ✓ Disclosure of Lobbying Activities (SF LLL Form)

- ✓ Grants.gov Lobbying Form – "Certification Regarding Lobbying" (ED 80-0013 Form)

- ✓ General Education Provisions Act (GEPA) Requirements – Section 427

- ✓ Assurances for Non-Construction Programs (SF 424B Form)

Part 1: SF-424 Application for Federal Assistance Form

Standard form, includes corresponding instructions.

Note: For Item 9, be sure that the "applicant type" you identify in this form matches how you self-identify in the Application Abstract.

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

```
G: Independent School District
H: Public/State Controlled Institution of Higher Education
I: Indian/Native American Tribal Government (Federally Recognized)
J: Indian/Native American Tribal Government (Other than Federally Recognized)
K: Indian/Native American Tribally Designated Organization
L: Public/Indian Housing Authority
M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)
N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)
O: Private Institution of Higher Education
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Part 1: ED Supplemental Information (SF-424)

Standard form, includes corresponding instructions.

Part 2: Budget Form ED524

- Use ED Form 524 (Section A). Section B (non-federal funds are optional)

- Remember that you must provide all requested budget information for each year of the project (up to 5 years) and the total column in order to be considered for Federal funding.

- This programs uses a training indirect cost rate. For more information regarding training indirect cost rates, see 34 CRF 75.562.

- This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CRF part 200 subpart E of the Uniform Guidance.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

Name of Applicant Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (lines 9-11)								

*Indirect Cost Information *(To Be Completed by Your Business Office)*:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.

(2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

(6) For Training Rate Programs (check one) -- Are you using a rate that: ____Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ____Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Make sure all budget information entered here matches with your submitted budget narrative.

Part 5: Budget Narrative Attachment Form

- Budget Narrative serves as Section C of ED Form 524

- Be sure to complete an <u>itemized budget breakdown</u> and narrative for each year of the proposed project (up to 60 months)

- <u>Review and edit</u> to ensure the total funding listed each year in your budget narrative match the total amounts entered on the ED Form 524 (Part 2)

- Identify the nature and amount of the proposed expenditures

- Provide sufficient detail for readers to understand

Subgrantees

Under 34 CFR 75.708(b)(c), a grantee under this competition may award subgrants – to directly carry out project activities described in its application – to the following types of entities: IHEs, nonprofit organizations, professional organizations, or businesses.

The grantee may award subgrants to entities it has identified in the approved application or that it selects through a competition under procedures established by the grant.

Part 3: Abstract

The project abstract should not exceed two double spaced pages and should identify the applicant, including all consortium members if applicable, and should concisely describe the following:

1) Project Title: state the title of the proposed project

2) Applicant (including all consortium members ((e.g., Tribal Colleges and Universities), if applicable

3) The purpose and expected outcomes of the project

4) How applicable absolute and competitive priorities are addressed by the project

5) Geographic region to be served

6) The Indian Tribe(s), if any, involved in the project

Note: Grants.gov may include a note that indicates that the project abstract may not exceed one page; however, an abstract of more than one page may be uploaded.

Part 4: Project Narrative Attachment Form

Application Narrative

- ✓ No more than 30 pages
- ✓ Use the following standards:
  - ✓ A ''page'' is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
  - ✓ Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
  - ✓ Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
  - ✓ Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

Part 6: Other Attachments

- Indirect Cost Rate Agreement (if applicable)

- Administrative Cost Limit Waiver Request (if applicable)

- Intergovernmental Review (Executive Order 12372) State Single Point of Contact (SPOC) List (if applicable)

- Accreditation, or preaccreditation status, by national accrediting agency (if applicable)

- Resumes for Project Directors and Key Personnel

- Signed and dated Partnership Agreement(s) of any required partners

- Bibliography

- Signed Consortium Agreement (if applicable)

Part 7: Assurances and Certifications

- Disclosure of Lobbying Activities (SF LLL Form)-optional

- Grants.gov Lobbying Form – "Certification Regarding Lobbying" (ED 80-0013 Form)

- General Education Provisions Act (GEPA) Requirements – Section 427

- Assurances for Non-Construction Programs (SF 424B Form)

General Overview of GEPA Section 427

Purpose: To ensure equitable access to, and participation in, Federally-assisted programs for all beneficiaries.

Section 427 highlights, but is not limited to, six barriers that can impede equitable access or participation:

Gender

National origin

Disability

Race

Color

Age

An applicant must determine and define:
- The participants and community to serve
- The local circumstances
- Barriers that may inhibit participation

GEPA Section 427 Standard Form Changes

Original Form	Updated Form
1. One overall general requirement	1. Applicants respond to four questions with specificity
2. Flexibility to determine and define the barriers to "equitable access" and "equitable participation"	2. Flexibility to determine and define the barriers to "equitable access" and "equitable participation"
3. Discretion in how to describe plans to address the identified barriers	3. A timeline for meeting targeted milestones for removing identified barriers
4. Description may be provided in a separate narrative or in connection with related topics in the application	

Updated GEPA Form Has Four Questions

NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

   _____
   _____
   _____

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

   _____
   _____
   _____

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

   _____
   _____
   _____

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

   _____
   _____
   _____

Notes:

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.

2. The form is electronic and each text box response allows 4,000 characters.

3. An error message is received if a response is missing and the form can not be saved. (see next slide)

Sample Error Message

SECTIONS:

Notice to All Applicants

Notes

Burden Statement

⊗ **Errors!**

Check for Errors revealed the following errors:

- **Notice to All Applicants**
  - ○ **Ensure Equitable Access is required:** Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
  - ○ **Barriers is required:** Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries.
  - ○ **Steps is required:** Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity.
  - ○ **Timeline is required:** What is your timeline, including targeted milestones, for addressing these identified barriers.

NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES:

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

*

Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

*

| SAVE | CHECK FOR ERRORS | CLOSE |

GEPA Section 427 Resources

- PDF version of Section 427 form and instructions

- Computer-based training, [Ensuring Equitable Opportunities Under the GEPA Section 427](#)

- GEPA Section 427 form Frequently Asked Questions (FAQs)

- The Department of Education Equity Action Plan at [ED.gov/equity](#)

- Comments or concerns regarding the status of your individual form may be addressed to the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications.

Application Requirements: Where in the Application to Address Them

FY 2023 NALRC Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
Native Language Expertise Assurance: An assurance that the proposed center will be staffed by individuals with relevant expertise and experience, including staff who speak American Indian, Alaska Native languages, and the Native Hawaiian language and have worked in language education in the American Indian and Alaska Native languages and the Native Hawaiian language in a preschool, elementary school, secondary school, adult education, or higher education program.	✔	Applicants may address these under Quality of the Project Services sub-criterion (1) and sub-criterion (2)	

Application Requirements: Where in the Application to Address Them

FY 2023 NALRC Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
Signed and dated Partnership Agreement(s) of any required partner(s)			✓
Individual resumes for Project Directors and Key Personnel			✓

Application Requirements: Where in the Application to Address Them

FY 2023 NALRC Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines

Description of Program Requirements
A description of how the program intends to carry out the following activities:
• Improve the capacity to teach and learn Native American languages
• Further Native American language use and acquisition
• Preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages in further of –
  • The policies set forth in the Native American languages Act (25 U.S.C. 2901 et seq.)
  • The United States trust responsibility to Native American communities
• Address the effects of past discrimination and ongoing inequities experienced by Native American language speakers
• Support the revitalization and reclamation of Native American languages
• Support the use of Native American languages as a medium of instruction for a wide variety of age levels, academic content areas, and types of schools, including Native American language medium education
• Support the operation of intensive programs, including summer institutes, to train Native American language speakers, to provide professional development, and to improve Native American language instruction through preservice and in-service language training for teachers
		✓	

Eligibility Screening and Peer Review Panel

- Applications will be screened for eligibility.

- Notice of ineligibility will be sent by email.

- All eligible applications will be reviewed by a peer review panel.

- Independently read and scored by three peer reviewers

- Panel Discussion

- Ranking order of average final scores by OIE

- Two slates (one for each priority)

- Compressed review window – help the reviewers with clear applications

Application Deadline

July 27, 2023
11:59:59 p.m. Eastern Time

Review of Resources

General Tips

- Read the Notice Inviting Applications (NIA)

- Read the Application Package

- Read the Application instructions before, during, and after writing

- Start the Grants.gov/ SAM/ registration process early

- Make it easy for the reviewer to find and to understand the information
  - Follow the order of Selection Criteria

- Proofread. Proofread. Proofread.

- Submit Applications using Grants.gov
  https://www.grants.gov/web/grants/applicants/apply-for-grants.html

SAM.gov Tips

- **REGISTER /CONFIRM UPDATED REGISTRATION IN SAM EARLY!**

- Primary information about SAM is available at www.sam.gov

- User guides, demonstration videos and other helpful guidance on SAM registration is available at:
  https://www.sam.gov/SAM/pages/public/help/samQUserGuides.jsf

Grants.gov Submission Problems - Tips

What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at:

- Phone: 1-800-518-4726

- Email: support@grants.gov

- Access the Grants.gov Self-Service Knowledge Base web portal:

  - https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link:
http://www.grants.gov/web/grants/applicants/applicant-faqs.html

Resources

- Pre-Application Webinars:
  - Webinar #1: June 22nd from 3:00 to 4:30 p.m. ET
  - Webinar #2: July 6th from 3:00 to 4:30 p.m. ET

- Any updates will be provided on the NALRC program web page
  - https://oese.ed.gov/offices/office-of-indian-education/native-american-language-resource-center-nalrc/how-to-apply/

Resources

Resources

- **Notice Inviting Applications: June 7, 2023**

- Application Package:
  - https://www.grants.gov/web/grants/search-grants.html
  - www.grants.gov
  - **NALRC Funding Opportunity Number:**
    ED-GRANTS-060723-001

- System for Awards Management: www.sam.gov

More Resources

- You may access requirements from 2 CFR part 200, generally known as the *Uniform Guidance,* at:
  - https://ecfr.federalregister.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1

- https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards

- https://www2.ed.gov/documents/funding-101/funding-101-basics.pdf

More Resources- Logic Model

- [Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring](#)

- [Why Build a Logic Model](#)

- [Introducing the Education Logic Model (ELM) Application](#)

- [Logic Model Toolkit](#)

- [Blank Logic Model Template](#)

- [Logic Model Development Guide](#)

- [Indigenous Evaluation Framework](#)

Tutorials and Webinar Recording

- Video tutorials

  - https://www.grants.gov/web/grants/applicants/applicant-training.html

- Recordings of the pre-application webinar is available at

  - https://oese.ed.gov/offices/office-of-indian-education/native-american-language-resource-center-nalrc/how-to-apply/

Contact Us

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Follow us on Twitter! @OIEIndianED

NIA Link: https://www.govinfo.gov/content/pkg/FR-2023-06-07/pdf/2023-12166.pdf?utm_source=federalregister.gov&utm_medium=email&utm_campaign=subscription+mailing+list

THANK YOU